

Transition Career Exploration Workshop

Learning Styles



The Transition Career Exploration Workshop is a product of the Maine Department of Labor. The ND Division of Vocational Rehabilitation has permission to add the ND DVR brand to all information.



How do I learn best?



And why is it important to know?

2

Facilitator Notes:

LEARNING OBJECTIVE: Participants will learn the importance of learning style in determining future employment goals and its utilization in the workplace.

Begins an introduction to the concept of Learning Styles.

There is a Self-Exploration component to this section, indicated by the Soda can in the upper left-hand corner.

By Seeing?



3

Facilitator Notes:

Do we learn best through what we see?

By Hearing?



4

Facilitator Notes

Through our hearing?

By touching?



5

Facilitator Notes:

By touching – for example, using a computer or writing things down with a pen or pencil, etc.

By doing?



6

Facilitator Notes:

By doing something with our body.

Learning Style

How we learn best is called
our “learning style”!

7

Facilitator Notes:

How we gather and learn information best is called our “learning style.”

The following suggested activity, if you choose to use it, helps participants to understand the vocabulary for learning styles.

This activity also prepares them to complete the Barsch Learning Style inventory.



Learn the
vocabulary of
learning styles!



8

Facilitator Notes:

Projected Time: 15 mins.

FLY SWATTER VOCABULARY GAME

Materials Needed:

2 Fly swatters; Chalk board/white board and Chalk/dry erase markers

Before the game starts, the Facilitator/teacher will write the vocabulary words in random order on the board and divide the class into two teams. **The vocabulary words and definitions are only in the facilitator manual located after this page.** The facilitator will need to have the materials cut out and ready in advance for this activity.

When the game starts, one person from each team is given a fly swatter and is called up to the board.

The teacher will read off a definition of one of the vocabulary words, and the two students will look for the word on the board that fits that definition.

When the student finds the word, they will hit it with their fly swatter. The first student to find and swat the correct word earns a point for their team. Then the next two students come up to the board, etc.

The team with the most points at the end of the game is the winner.



What is my Learning Style?

- We gather and use information in a variety of ways called learning styles!
- We usually have a **preferred** learning style:
 - **AUDITORY** – we hear
 - **VISUAL** – we see
 - **TACTILE** – we feel
 - **KINESTHETIC** – we move.

9

Facilitator Notes:

Projected Time: 5 mins.

This will be a brief introduction to the four learning styles –

From here, you are moving into completing the Barsch Learning Style inventory.

Barsch Learning Style Inventory

Why are you going to be completing the Barsch Learning Style Inventory?

- To gain a better understanding of yourself as a learner.
- To help you learn the way you prefer to learn.
- Once you understand your preferred learning style, you can increase your learning efficiency.

10

Facilitator Notes:

You may want to use index cards to help individuals understand the vocabulary of the words that they will find in the BARSCH if you think your participants would benefit from this activity. Otherwise -

Distribute the inventory booklets to participants.

Assist them to score their inventories once they have finished.



Barsch Learning Style Inventory

- Activity: S – Self Evaluation
- We are now going to invite you to take the **Barsch Learning Style Inventory**.
- Once you have finished, we will help you tally your results, following the directions for scoring on the back of the inventory.

11

Facilitator Notes:

Projected Time: 30 mins.

Materials Needed: Barsch Learning Style Inventory

-Introduce the Barsch Learning Style Inventory. To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn. We all should develop a style that will enhance our learning potential. The Barsch evaluation is a short, quick way of assessing your learning style.

-This is not a timed test. Try to do as much as you can by yourself. You surely may ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are thirty-two questions. The answers are rated either Often, Sometimes or Seldom.

-When you are finished, transfer the number that corresponds with your response to its proper place on the last page. Then total each of the four columns on that page. You will then see very quickly what your best method of learning is - whether you are a Visual, Auditory, Tactile, or Kinesthetic learner. By this we mean, whether you as an individual learn best through seeing things, hearing them through the sense of touch, or through actually performing the task.

-If several scores are within 4 or 5 points of each other, it means you can use any of those senses for learning tasks. You may learn different subjects or tasks using different styles, i.e., history by hearing, science by seeing, math by tactile.



Visual (Seeing) Learning Style

I learn best if I:

- **SEE** what I'm learning
- **READ** what I'm learning
- Use charts, maps, videos, written notes, pictures
- Practice spelling and doing math in your head
- **WRITE** out items for quick visual review

12

Facilitator Notes:

Projected Time: 15 mins.

Go over each of the next four slides to highlight and describe each of the four learning styles.

If you are a visual learner, you got a high visual score, then you need to see materials
-

Use brightly colored markers to highlight your reading assignments.

Practice visualizing or picturing spelling words or doing math in your head.

It might be helpful to get a show of hands of those who have high scores in each of the four styles as you describe them.



Auditory (Hearing) Learning Style

- I learn best if I:
 - **LISTEN** carefully
 - Sit or stand where I can **HEAR CLEARLY & LISTEN**
 - **TAPE** lectures or directions and review often
 - After reading something, summarize it on tape
 - Review information by talking & listening with another person

13

Facilitator Notes:

Spend some time reading and answering any questions they may have.

If you are an auditory learner, you got a high auditory score. It would help if you recorded lectures if you are a student. Sit where you can hear clearly what is going on. Verbally review what you have learned with others, like in a group.

Tactile (Touching) Learning Style



- I learn best when I:
 - Work with something that can be **TOUCHED**
 - **TRACE** words as I say them
 - **WRITE** it several times
 - Keep a supply of scratch paper and **WRITE** myself notes!

14

Facilitator Notes:

If you are a tactile learner, you achieved a high tactile score. Information that must be learned should be written several times. Many times a tactile learner will also have a secondary style of learning like visual or auditory that work great together.



Kinesthetic (Doing) Learning Style

- I learn best if I:
 - Learn **hands-on** – physical, building, mechanical, sports, dancing, moving, doing
 - Use **physical** objects, i.e., make or use models
 - Use **flashcards**
 - Use **role-playing** – act out what I’m learning
 - Use hand gestures or “**body language**”
 - **Move** around while I think

15

Facilitator Notes:

If you are a kinesthetic learner, you got a high Kinesthetic score. This means you involve your body in the process of learning. People with a high score would benefit from taking a walk while studying notes or flashcards; it would be important to involve the movement while trying to memorize, like riding a stationary bike or walking on a treadmill. Many times there is a secondary learning mode that could work in conjunction with movement activities.

So, What is Your Preferred Learning Style?

- What are your two preferred learning styles – highest scores?
- Do those learning styles seem to make sense, based on your learning experiences?
- Any surprises or questions?

16

Facilitator Notes:

Projected Time: 10 mins.

Facilitators could disclose their learning style and talk about their experience with learning.

Facilitators could have each student report out their two highest scoring Learning Styles and ask if they think it fits them.

Always verify that their “scores” support what they know about themselves, better than any inventory.

Ask if there were any surprises that they learned during this exercise.

Summary Statements

- If several of your scores are within 4 or 5 points of each other, it means that you can use any of those senses for learning tasks.
- ***When you are in a hurry, you use your best learning styles.***
- When you have extra time, try to do activities that will increase the other styles so you can study and learn more efficiently. (Jeffrey R. Barsch, EdD)

How Can I Make the Best Use of My Learning Styles?

Participant Workbook:

*Record your learning style next to the title “**Barsch Learning Style Inventory.**”*

Place your Barsch Learning Style Inventory in the folder.



18

Facilitator Notes:

Projected Time: 10 mins.

Distribute copies of the “Effective Study Tips” (usually Blue pamphlet).

Using the “Effective Study Tips” booklet, give an example of suggestions under each learning style.

Encourage them to apply their learning style information throughout the rest of the workshop.

Call their attention to the Soda Can near the bottom of the page. It is a reminder to participants to document this self-exploration activity on learning styles in their **Participant Workbook.**

Have participants record their two highest learning style scores next to the “Barsch Learning Style Inventory ” box on the “S” page in the Participant Workbook.



Learning Styles Game

- Scenario: Jane Is having difficulty learning about _____.
- She has just discovered that she is a _____ learner and wants to use her learning style to help her understand the material.
- What could Jane do to make learning the material easier for her?
- Brainstorm some activities that would help Jane learn more efficiently.
- Choose and develop one activity to share with the group.

19

Facilitator Notes:

Projected Time: 25 mins.

Note to students that the Sun icon indicates that they will be participating in a learning activity.
The slide is a sample exercise to do with the entire class.

Materials Needed: Paper, Pencils

Scenarios:

1. Jane is having difficulty learning how to ride a horse, and she is a Visual Learner.
2. Jane is having difficulty learning a foreign language, and she is a Kinesthetic Learner.
3. Jane is having difficulty learning algebra, and she is an Auditory Learner.
4. Jane is having difficulty learning history, and she is a Tactile Learner.

Divide the class into four small groups; each group will be assigned one of the learning styles.

Each group will be given a scenario where they have to teach a person who has a particular learning style. Each group will be given 2-3 mins. to brainstorm different activities that would help that person learn a particular concept more easily, using their preferred learning style.

After the groups are finished brainstorming, they will need to pick one of their ideas to turn into an activity (example: one group may come up with a short role-play while another may create flash cards).

When the groups are finished, they can share their activity with the class.

